

engaged throughout the study process and, if the area is eventually designated as an NHA, will be integral partners in the area's management.

Finally, I also thank the chairs and ranking members of my full Committee on Natural Resources and Subcommittee on National Parks, Forests and Public Lands, and our staffs for your understanding and support of our proposal.

And yes, to the ranking member, I look forward to showing you Ka'ena Point as soon as you can come out.

I urge my colleagues to vote "yes" on this legislation.

Mr. WESTERMAN. Mr. Speaker, I reserve the balance of my time.

Mr. GRIJALVA. Mr. Speaker, I have no further speakers on the legislation. I reserve the balance of my time.

Mr. WESTERMAN. Mr. Speaker, I again urge adoption of the bill, and I yield back the balance of my time.

Mr. GRIJALVA. Mr. Speaker, we all know Hawaii is a beautiful State. The bill will help protect and conserve that rich environmental and cultural heritage. I urge my colleagues to support the legislation.

And I urge Representative CASE to invite all of us to Hawaii when it is time to see the site.

Mr. Speaker, I yield back the balance of my time.

Ms. JACKSON LEE. Mr. Speaker, I rise today in strong support of H.R. 1908; the "Ka'ena Point National Heritage Area Act" which authorizes the Secretary of the Interior to conduct a study to assess the suitability and feasibility of designating certain land as the Ka'ena Point National Heritage Area.

Different from national parks, national heritage areas are community-based efforts that preserve and share stories about a region's history and character. Heritage areas contain a mixture of public and private property, including towns, historic sites, parks, trails, commercial districts, and even working farms.

National Heritage Areas are a grassroots, community-driven approach to heritage conservation and economic development. Through public-private partnerships, NHA entities support historic preservation, natural resource conservation, recreation, heritage tourism, and educational projects. Leveraging funds and long-term support for projects, NHA partnerships foster pride of place and an enduring stewardship ethic.

When an area is designated as an NHA, its inhabitants don't have to leave. An important aspect of NHAs is that they are intended as a celebration of a living environment, and they improve the local economy around them.

The National Parks Service estimates NHAs average \$5.50 for every \$1.00 of federal investment, bolstering the local economies through their unique "heritage tourism."

Not only are NHAs economically friendly, but they are also climate friendly. Many NHAs improve water and air quality in their regions through restoration projects and encourage people to enjoy natural and cultural sites by providing new recreational opportunities.

This modern approach to conservation taken by NHAs should influence the NPS' approach, extending the appreciation for the nexus between the people and land.

John Muir was a greatly revered conservationist who some consider partly responsible for the establishment of our National Parks System. He and former President Theodore Roosevelt went on a camping trip to Yosemite, and after the trip was done, President Roosevelt was inspired by his conservationist ideas and thus established the National Parks System.

As a result of that camping trip, we now have 423 national parks. While their grandeur and contributions to employment, quality of life, and national beauty are not to be overlooked, much of the lands these parks lie on were stolen from indigenous tribes.

For example, Yellowstone National Park. Yellowstone National Park was created when President Ulysses S. Grant signed into law the Yellowstone Act of 1872, which created America's first landscape to be "reserved and withdrawn from settlement, occupancy, or sale . . . and dedicated and set apart as a public park or pleasuring-ground for the benefit and enjoyment of the people."

Because of this order, the Crow, Blackfeet, Bannock, Nez Perce, and Shoshone tribes were all removed from Yellowstone, lands they had inhabited for generations. Recent studies have found additional tribal claims to the land numbering as high as 27, yet despite this information there is no redress in sight.

It is worth noting that the NPS has graciously set up programs for Native students and has increased tribal consultation to exchange information about park projects and ethnographic resources. The tribes have requested to participate in resource management and decision-making, to conduct ceremonies and other events in the park, and to collect plants and minerals for traditional uses.

This is a step in the right direction, but it is a far cry from justice which has been long denied and overdue for native peoples.

Land sovereignty has always been a false promise the U.S. Government has offered to its indigenous peoples, which is even more relevant in the case of indigenous Hawaiians.

Since the illegal overthrow of their government and subsequent colonization of Hawaii in 1898, indigenous Hawaiians' struggle has not ended. From the Mauna Kea protests spanning the last few years concerning an observatory to be placed on sacred land to the Kalama Valley Protests surrounding evictions of farmers from their lands to build a resort in the 1970s, indigenous Hawaiians have endlessly fought for self-preservation and self-determination as they were promised, and the fight will continue.

Their fight will be aided by the passage of the Ka'ena Point National Heritage Area Act. I am grateful that Representatives CASE and KAHELE have committed to fully involving all engaged communities, including native Hawaiians.

It is for that reason, Mr. Speaker, that I rise in strong support of H.R. 1908, the Ka'ena Point National Heritage Area Act and urge my colleagues support for the Act.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Arizona (Mr. GRIJALVA) that the House suspend the rules and pass the bill, H.R. 1908.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill was passed.

A motion to reconsider was laid on the table.

JAPANESE AMERICAN CONFINEMENT EDUCATION ACT

Mr. GRIJALVA. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 1931) to provide competitive grants for the promotion of Japanese American confinement education as a means to understand the importance of democratic principles, use and abuse of power, and to raise awareness about the importance of cultural tolerance toward Japanese Americans, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 1931

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Japanese American Confinement Education Act".

SEC. 2. JAPANESE AMERICAN CONFINEMENT EDUCATION GRANTS.

Public Law 109-441 (120 Stat. 3290) is amended—

(1) in section 2, by adding at the end the following:

"(4) JAPANESE AMERICAN CONFINEMENT EDUCATION GRANTS.—The term 'Japanese American Confinement Education Grants' means competitive grants, awarded through the Japanese American Confinement Sites Program, for Japanese American organizations to educate individuals, including through the use of digital resources, in the United States on the historical importance of Japanese American confinement during World War II, so that present and future generations may learn from Japanese American confinement and the commitment of the United States to equal justice under the law.

"(5) JAPANESE AMERICAN ORGANIZATION.—The term 'Japanese American organization' means a private nonprofit organization within the United States established to promote the understanding and appreciation of the ethnic and cultural diversity of the United States by illustrating the Japanese American experience throughout the history of the United States."; and

(2) in section 4—

(A) by inserting "(a) IN GENERAL.—" before "There are authorized";

(B) by striking "\$38,000,000" and inserting "\$80,000,000"; and

(C) by adding at the end the following:

"(b) JAPANESE AMERICAN CONFINEMENT EDUCATION GRANTS.—

"(1) IN GENERAL.—Of the amounts made available under this section, not more than \$10,000,000 shall be awarded as Japanese American Confinement Education Grants to Japanese American organizations. Such competitive grants shall be in an amount not less than \$750,000 and the Secretary shall give priority consideration to Japanese American organizations with fewer than 100 employees.

"(2) MATCHING REQUIREMENT.—

"(A) FIFTY PERCENT.—Except as provided in subparagraph (B), for funds awarded under this subsection, the Secretary shall require a 50 percent match with non-Federal assets from non-Federal sources, which may include cash or durable goods and materials fairly valued, as determined by the Secretary.

"(B) WAIVER.—The Secretary may waive all or part of the matching requirement

under subparagraph (A), if the Secretary determines that—

“(i) no reasonable means are available through which an applicant can meet the matching requirement; and

“(ii) the probable benefit of the project funded outweighs the public interest in such matching requirement.”.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Arizona (Mr. GRIJALVA) and the gentleman from Arkansas (Mr. WESTERMAN) each will control 20 minutes.

The Chair recognizes the gentleman from Arizona.

GENERAL LEAVE

Mr. GRIJALVA. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on the measure under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Arizona?

There was no objection.

Mr. GRIJALVA. Mr. Speaker, I yield myself such time as I may consume.

I rise in support of H.R. 1931, the Japanese American Confinement Education Act, introduced by my colleague, Representative DORIS MATSUI.

In 2006, Congress established the Japanese American Confinement Sites grant program for the preservation and interpretation of U.S. confinement sites where Japanese Americans were detained during World War II.

These grants are awarded through a competitive process to entities working to preserve historic Japanese American incarceration sites. They require a 2:1 Federal to non-Federal match.

H.R. 1931 would authorize increased and much-needed funding for the program within the National Park Service, ensuring that the lessons and history of the unjust incarceration of Japanese Americans is not forgotten, and that we continue to learn from the transgression of the past.

The bill will also establish a new competitive grant within the program that would support nonprofits to create and share educational materials about the incarceration of Japanese Americans during World War II.

I congratulate my colleague, Representative MATSUI, for championing this bill, and I urge my colleagues to support it.

Mr. Speaker, I reserve the balance of my time.

Mr. WESTERMAN. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, H.R. 1931 extends the authorization of the Japanese American Confinement Sites grant program and establishes a new competitive grant program to award grants to Japanese American organizations to create and disseminate educational materials about the history of Japanese American confinement during World War II.

In 2006, Congress established the Japanese American Confinement Sites, or

JACS grant program to preserve and interpret U.S. Confinement Sites during World War II. However, the program will soon run up against the end of its authorization cap.

The program has supported valuable projects across the country, including at least 12 in my home State of Arkansas, where important projects have been funded at my alma mater, the University of Arkansas at Fayetteville, as well as Arkansas State University, the University of Arkansas at Little Rock, University of Central Arkansas, and the Central Arkansas Library System, and the McGehee Industrial Foundation.

These projects include archiving, creating educational exhibits, hosting workshops and lectures, preserving cemeteries, and recording oral histories.

I appreciate Representative MATSUI's work on this important legislation, and I urge my colleagues to support extending the program.

Mr. Speaker, I reserve the balance of my time.

Mr. GRIJALVA. Mr. Speaker, I yield such time as she may consume to the gentlewoman from California (Ms. MATSUI), sponsor of the legislation.

Ms. MATSUI. Mr. Speaker, I rise today in support of my bill, the Japanese American Confinement Education Act. This bill builds upon one of my earliest achievements, reauthorizing the Japanese American Confinement Sites program established in 2006.

The Japanese American story is an important one. It needs to be told and retold. It is a story that cannot afford to be lost in time.

This year marks the 80th anniversary of the authorization of Executive Order 9066. Yet, too many Americans do not know the history of the Japanese American community.

These Americans were stripped from their homes and sent to remote camps. Families were put behind barbed wire and guarded by armed soldiers.

Today, I speak to you on the floor of the people's House as a Member of this esteemed Chamber. Yet, my first 3 months of life were part of that pained experience. My parents were among those who lived in these appalling conditions, incarcerated solely because of their ancestry. This also included many people from the Sacramento region, including my late husband, Congressman Bob Matsui, who was only 6 months old when he was sent to one of these camps.

Those of us in the Japanese American community know all too well if we do not learn from history, we risk the chance of it repeating. That is why we must continue to lift up these stories. That is why we must continue to listen to those who came before us and teach this history to our future generations. These are the voices that my bill seeks to preserve.

There are still some people who think that by walling off our country from the less fortunate, that we will

somehow make ourselves safer; that by making people feel like the other, that we will be more secure.

But that is not who the American people are. We have this wonderfully diverse Nation and it is together that we stand the strongest.

The story of Japanese Americans is something that Bob and I felt a responsibility to preserve; the history of individuals and families in the Japanese American community. And really, it is truly an American story of perseverance, persistence, and the love of this country.

Mr. Speaker, I urge my colleagues to vote “yes” on educating our public about this important, painful piece of American history.

Mr. WESTERMAN. Mr. Speaker, I continue to reserve the balance of my time.

Mr. GRIJALVA. Mr. Speaker, I yield 3 minutes to the gentleman from Hawaii (Mr. CASE).

Mr. CASE. Mr. Speaker, I rise today in strong support of H.R. 1931, the Japanese American Confinement Education Act, as well as H.R. 6434, the Japanese American World War II History Network Act, which we will consider later today.

I am honored and humbled to cosponsor these measures, and I sincerely thank my colleagues from California, Representatives MATSUI and OBERNOLTE, for their work in crafting both pieces of legislation to ensure that the inexcusable injustices faced by our Nation's Japanese American community during World War II are never forgotten.

The memory of World War II evokes one of the darkest periods of our history as a country, the mass internment of Japanese Americans. Over the course of the war, our Federal Government forcibly relocated and incarcerated about 120,000 Japanese Americans, the majority of whom were U.S. citizens, in barbed wire enclosed camps.

H.R. 1931 and H.R. 6434 both strengthen our ability, if not necessity, to tell what happened in these confinement sites, and to ensure that future generations learned what happened so it never occurs again.

I urge my colleagues to honor and remember the Japanese Americans who were incarcerated at still-infamous sites like Manzanar, Tule Lake, where my wife's uncle and aunt, simple truck farmers from Sacramento, were interned, Heart Mountain, and the Honouliuli Internment Camp in Honolulu by voting “yes” on both H.R. 1931 and H.R. 6434.

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Mr. WESTERMAN. Mr. Speaker, I encourage passage of this bill.

I have friends back in Arkansas who, like Representative MATSUI, at a young age, were in some of these internment camps, and they are great Americans, very patriotic. We owe it to them to recognize what happened and to support this program.

Mr. Speaker, I, again, urge adoption, and I yield back the balance of my time.

Mr. GRIJALVA. Mr. Speaker, I urge approval of H.R. 1931. The sponsor of the legislation, Representative MATSUI, and also Representative CASE have made, I think, the profound argument for the legislation and its support.

Mr. Speaker, I yield back the balance of my time.

Ms. JACKSON LEE. Mr. Speaker, I rise in support of H.R. 1931 the Japanese American Confinement Education Act that would provide education to elevate understanding about the confinement of Japanese Americans during World War II. In addition to a museum-based educational program, this bill would permanently reauthorize the Japanese American Confinement Sites Preservation Program.

H.R. 1931 will direct the Department of the Interior to establish a program of grants to Japanese American museums to educate about the confinement of Japanese Americans as a means to understand the importance of democratic principles, the use and abuse of power, and to raise awareness about the importance of cultural tolerance toward Japanese Americans.

Two months after the Japanese bombed Pearl Harbor in 1941, President Roosevelt signed an Executive Order that authorized the relocation of Japanese Americans, most of whom were U.S. citizens, to designated camps nationwide.

Teaching about the incarceration of Japanese Americans during WWII would emphasize the importance of understanding the terrible social injustices that have been inflicted upon racial and ethnic minority groups in the United States.

Highlighting this subject would create a thoughtful, deep awareness about our community, our world, and ourselves.

We must teach that the incarceration of Japanese Americans was wrong, and that racism is wrong.

This sort of hysteria may occur again, and people must do their part to make sure that it never happens again.

Illuminating and confronting the tragedy inflicted upon Japanese Americans during WWII can help shape the citizens who will lead us into a more socially aware future.

Keeping the memories of incarceration alive also gives Japanese Americans the ability and responsibility to speak out when other groups are unfairly targeted on the basis of race, ethnicity, gender, sexuality, or other identity.

My former colleague Congressman Norman Mineta, who represented the constituents of California's 13th and 15th Congressional districts, is a survivor of the Heart Mountain internment camp near Cody, Wyoming.

In his remarks during a House debate on the passage of the Civil Liberties Act, he exclaimed that he, and all the other prisoners, "lost [their] most basic human rights. [Their] own government had branded [them] with the unwarranted stigma of disloyalty which clings to [them] still to this day."

Secretary Mineta helped lead the efforts to pass the Civil Liberties Act, which offered a formal apology from the United States Government for its policies toward Japanese Americans and paid each of the 80,000 living survivors \$20,000 in compensation.

His tenacity and faith led him to become a member of Congress for 20 years, Secretary

of Commerce under President Bill Clinton, and Secretary of Transportation under President George W. Bush.

It is our duty as Members of Congress to honor and commemorate Secretary Mineta, and all other survivors of this unjust racial attack, by passing this bill and educating everyone on these atrocities to ensure nothing like this will ever happen again.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Arizona (Mr. GRIJALVA) that the House suspend the rules and pass the bill, H.R. 1931, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

GUAM NATIONAL HERITAGE AREA STUDY

Mr. GRIJALVA. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 2899) to direct the Secretary of the Interior to conduct a study to assess the suitability and feasibility of designating areas within the island of Guam as a National Heritage Area, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 2899

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. THE GUAM NATIONAL HERITAGE AREA STUDY.

(a) STUDY.—

(1) IN GENERAL.—The Secretary, in consultation with appropriate regional and local organizations or agencies, shall conduct a study to assess the suitability and feasibility of designating the study areas as National Heritage Areas.

(2) REQUIREMENTS.—The study shall include analysis, documentation, and determinations on whether the study areas—

(A) has an assemblage of natural, historic, and cultural resources that—

(i) represent distinctive aspects of the heritage of the United States;

(ii) are worthy of recognition, conservation, interpretation, and continuing use by residents and visitors; and

(iii) would be best managed—

(I) through partnerships among public and private entities; and

(II) by linking diverse and sometimes non-contiguous resources and active communities that share a common heritage;

(B) reflects traditions, customs, beliefs, and folklife that are a valuable part of the story of the United States;

(C) provides—

(i) outstanding opportunities to conserve natural, historic, cultural, or scenic features; and

(ii) outstanding recreational and educational and cultural tourism opportunities;

(D) contains resources that—

(i) are important to any identified themes of the study area; and

(ii) retain a degree of integrity capable of supporting interpretation;

(E) includes residents, business interests, nonprofit organizations, including museums and heritage organizations, and State and local governments that—

(i) are involved in the planning of the National Heritage Area;

(ii) have developed a conceptual financial plan that outlines the roles of all participants in the Area, including the Federal Government; and

(iii) have demonstrated support for the designation of the Area;

(F) has a potential management entity to work in partnership with the individuals and entities described in subparagraph (E) to develop the Area while encouraging State and local economic activity; and

(G) has a conceptual boundary map that is supported by the public.

(b) PRIVATE PROPERTY CONSIDERATIONS.—In conducting the study, the Secretary shall consider the potential impact that designation of the study area as a national heritage area would have on private property on Guam.

(c) REPORT.—Not later than the end of the third fiscal year after the date on which funds are first made available for this section, the Secretary shall submit to the Committee on Natural Resources of the House of Representatives and the Committee on Energy and Natural Resources of the Senate a report that describes—

(1) the findings of the study; and

(2) any conclusions and recommendations of the Secretary.

(d) DEFINITIONS.—In this section:

(1) AREA.—The term "Area" means a National Heritage Area located in Guam.

(2) SECRETARY.—The term "Secretary" means the Secretary of the Interior.

(3) STUDY AREA.—The term "study area" means the island of Guam.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Arizona (Mr. GRIJALVA) and the gentleman from Arkansas (Mr. WESTERMAN) each will control 20 minutes.

The Chair recognizes the gentleman from Arizona.

GENERAL LEAVE

Mr. GRIJALVA. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on the measure under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Arizona?

There was no objection.

Mr. GRIJALVA. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in support of H.R. 2899, introduced by my Committee on Natural Resources colleague, Delegate SAN NICOLAS.

Mr. Speaker, H.R. 2899 authorizes the Secretary of the Interior to conduct a study to assess the suitability and feasibility of designated areas within the island of Guam as national heritage areas. The study would cover the entire island of Guam and identify areas of natural, historic, and cultural importance that reflect the traditions, customs, beliefs, and folklife that represent distinct and nationally significant aspects of the American story.

I congratulate Delegate SAN NICOLAS for his strong advocacy in promoting this legislation on behalf of his constituents, and I urge support from my colleagues on this legislation.

Madam Speaker, I reserve the balance of my time.